



IowaGrants.gov

Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

153981 - Allamakee TLC Revision2016

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/08/2016 11:01 AM

Primary Contact

AnA User Id

GRETCHEN.DEVORE@IOWAID

First Name*

Gretchen

Sue

DeVore

First Name

Middle Name

Last Name

Title:

Director of Curriculum, Instruction and Assessment

Email:

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Address:

1059 3rd Ave. NW

City*

Waukon

Iowa

52214

City

State/Province

Postal Code/Zip

Phone:*

563-568-3466

Phone

Ext.

Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name:

Allamakee Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

Address:	107 6th St NW		
	Waukon	Iowa	52172
	City	State/Province	Postal Code/Zip
Phone:	563-568-4013		
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Fax:	563-568-3978		
Benefactor			
Vendor Number			

Cover Sheet-General Information

Authorized Official

Name	David Herold
Title	Superintendent
Organization	Allamakee Community Schools

If you are an individual, please provide your First and Last Name.

Address	1059 3rd Ave. NW
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City/State/Zip*	Waukon	Iowa	52172
	City	State	Zip

Telephone Number	563-568-3409
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E-Mail	dherold@allamakee.k12.ia.us
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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name	Janice Rea
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Title	
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Organization	
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Address	
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City/State/Zip		Iowa	
	City	State	Zip

Telephone Number	
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E-Mail	
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County(ies) Participating, Involved, or Affected by this Proposal	Allamakee County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	28
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	56
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

Not Applicable

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

Not Applicable

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Gretchen DeVore

Title of Person Submitting Certification

Dir. of Curriculum, Instruction and Assessment

Recipient Information

District	Allamakee Community School District
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Use the drop-down menu to select the district name.

County-District Number 03-0135

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.

Name of Superintendent David Herold

Telephone Number 563-568-3409

E-mail Address dherold@allamakee.k12.ia.us

Street Address 1059 3rd Ave. NW

City waukon

State Iowa

Use the drop-down menu to select the state.

Zip Code 52172

TLC Application Contact

Honorific Mrs.

Name of TLC Contact Gretchen DeVore

Telephone Number 563-568-3409

E-mail Address gdevore@allamakee.k12.ia.us

Street Address 1059 3rd Ave. NW

City waukon

State Iowa

Use the drop-down menu to select the state.

Zip Code 52172

Demographic Profile

October 2014 Certified Enrollment 1138

October 2014 Free/ Reduced Lunch % 51

AEA Number 1

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number Model 3 Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Allamakee Community School District (ACSD) involved multiple stakeholder groups in the Teacher Leadership (TL) planning process. Teachers, administrators, school board members, parents, and community members were equal contributing members during these meetings. The TL team met in collaboration to review research and analyze data. The data reviewed included: student achievement data over time including subgroup data, teacher training initiatives for the past five years, technology implementation and integration, and changing school district demographics. This data led to commitment in the Teacher Leadership plan to build capacity for teachers to assume systemic leadership roles that will positively impact instruction for student achievement.

Allamakee Community Schools has as its goal that all K-12 students will achieve at high levels in reading, mathematics, and science, preparing them for success beyond high school. The goals of our TL program are to create a comprehensive system that: ensures all TL efforts focus on student learning, encourages teachers to take a leadership role, provides a range of leadership opportunities, focus on capacity building from within, offers financial incentives to encourage leadership development, allows on-going feedback, support, and reflection to classroom teachers, uses data to assess progress, making changes as necessary to positively impact student learning. These program goals led us to define our TLC program focusing on the following four broad initiatives: 1) Mentoring and Induction to provide the support necessary for new teachers to be successful; 2) Professional Learning Communities to increase collaboration and improve student achievement; 3) Early Literacy Initiative designed to support and accelerate student reading fluency and comprehension skills; 4) Multi-Tiered Support Systems (MTSS) to use data to design instruction based on student need.

The TLC team reviewed research on multiple teacher leadership systems in Iowa and across the country. Following this review, the team analyzed the current teacher leadership structures in the district. The team also had conversations and more formal surveys of teachers to determine areas that would benefit from teacher leadership and professional learning leading to improved student achievement.

Our current system was found to be lacking in a number of areas. Current teacher leadership positions do not provide teachers with on-going responsive support to improve overall teacher effectiveness. The current system also lacks the focus on data analysis to drive professional development design as well as content area curriculum experts to work collaboratively PK-12. As a result of this analysis, the following teacher leadership roles were identified to address district needs:

One Technology Integration Specialist will work collaboratively with other Teacher Leaders, administrators, and staff; focus on communicating, demonstrating and modeling the use of technology as a tool to reach students at their learning level. This position is based on the SAMR model, connecting with new Bloom's taxonomy.

One Intervention Specialist will develop, organize, and implement programs to meet the social, emotional, and academic needs of students; will implement and facilitate aspects of MTSS and ELI; provide parent resources for social, emotional, and academic support; collaborate with Instructional Coaches and teachers; compile and use data to make instructional decisions.

One Instructional Coach will facilitate professional development activities for teachers; communicate and demonstrate research-based instructional practices that results in increased student performance; model, support, and give feedback on classroom instruction; provide personal support based on the goals and needs identified in each teacher's Individual Professional Plan.

Five Mentor Teachers will introduce and orient newly hired teachers to the school community; serve as collegial and emotional support, complete book study with mentee using The 12 Touchstones of Good Teaching; take part in mentoring training, log meeting times and discussion topics; serve as model classrooms for others to visit and observe instruction.

Five Teacher Quality/TLC Lead Teachers will attend, plan, and/or deliver professional development; point of contact in each building to gather necessary data for Teacher Leaders and administration.

ACSD has developed a selection process that includes multiple, meaningful measures of effectiveness and professional growth. Leadership positions will be posted with job requirements including at least three years of teaching experience and one year of experience in the district. Information will include duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

ACSD has the capacity to implement our TL plan as it was designed by the various stakeholders including teachers, administrators, board members, and parents. As a result of their conversations, surveys, and extensive research seeking the specific needs of our district and community we have built a plan to meet those very specific desires and needs. We are using a process that supports the TLC vision of empowering teachers and creating a climate of collaboration. The plan will be sustained, reviewed, and improved through ongoing evaluation by the school's SIAC committee, TLC committee, administrative team, building teams, and with continual input from the collective faculty.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? Yes

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Narrative

Using Part 2 application narrative from previous submission? Yes

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Using Part 3 application narrative from previous submission? Yes

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

Using Part 4 application narrative from previous submission? No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

a.)Teacher Leaders and additional funding will improve entry into the teaching profession:

TLC funding will allow ACSD to establish a teacher leadership model including an Intervention Specialist, an Instructional Coach, Mentors, a Technology Specialist, and TQ/TLC teacher leaders. These TLs will have the time and skills necessary to provide support and training to all teachers on our staff. They will also work together, along with administration, to improve entry into the teaching profession for new teachers.

Mentoring and Induction efforts in our district will be enhanced by the adoption of a new plan. The plan includes the assignment of a mentor teacher to each teacher who is new to the profession. The plan includes logging meeting times, discussing monthly checklist items prescribed by building administrators, and observations in the mentee's classroom. Mentor teachers will orient new teachers to building and district initiatives and routines. Mentors will also work through a book study with mentees using *The 12 Touchstones of Good Teaching*. Furthermore, we will enhance the mentoring experience by giving mentees the opportunity to observe mentors or other teachers in the classroom. New teachers begin the process by completing a Beginning Teacher Needs Assessment prior to meeting with their mentor, which will serve to guide the areas of focus throughout the two year process. New teachers also complete a self-reflection at the end of year one to be shared with their mentor and used to focus their work together at the beginning of year two. Mentor teachers will assist mentee through a variety of opportunities such as accompanying mentee to recommended professional learning, inviting mentee into classroom for observation, modeling and co-teaching experiences and providing support for/with lesson plan development to meet student and district needs. Mentees will be able to receive ½ day monthly to work/reflect with a support position such as integration, technology and curriculum specialists.

b:) Data analysis confirms current program is not consistently effective: An administrative discussion on current reality vs. desired state of the mentoring induction program revealed a gap in fidelity of implementation as a system and determined that a system wide protocol was needed. In addition, a survey of district faculty about our current mentoring system found many teachers reporting that they did not have a mentor when they started teaching in ACSD and that a mentor would have been helpful in making their debut more successful. Others shared that more time needs to be made available for mentors and new teachers to meet during the school day. We identified that mentor teachers had been given limited professional development on how to work with and support initial teachers. The new plan was derivative of their responses.

Our goal is to make new teachers highly effective in the classroom, thus, raising student achievement and success. We believe that a quality mentoring and induction program, along with other leadership support within the faculty will accomplish this. First and foremost, we want to be sure that our mentors are well selected, completing an application and interview process which will include peer and administrative feedback. Our teacher leadership system will provide mentor teachers with professional learning to develop their ability to facilitate constructive but challenging learning conversations, demonstrate effective teaching, use effective observation skills, provide constructive feedback, analyze and reflect on evidence of learning, and advocate on behalf of the mentee. This will improve entry into the profession and allow the district to recruit and retain a high-quality teaching force.

“When mentors are well-selected, well-trained and given the time to work intensively with new teachers, they not only help average teachers become good, but good teachers become great.” –Dara Barlin, Education Week. Mentor Teachers, selected in areas of expertise, will model instructional strategies, successful lessons, classroom management techniques, use of technology in the classroom, and more. Teachers may visit a Mentor Teacher's classroom or view a recorded lesson in a specific area. These processes ensure that beginning teachers have multiple opportunities throughout the year to receive the necessary support for successful entry and retention in the teaching profession.

It is critical that the training and support given to new teachers is of systematically high quality. Funding from the ACSD TLC model will ensure all teachers and teacher leaders receive core training before initial implementation. This professional learning has participants receiving in-depth training on the mentoring/induction process, leadership team protocols, effective adult learning strategies training, and research based field- tested procedures.

Narrative

Using Part 5 application narrative from previous submission? **No**

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

a.) Differentiated Teacher Leader roles:The TLC team reviewed research on multiple teacher leadership systems in Iowa and across the country. Following this review, the team analyzed the current teacher leadership structures in the district. The team also had conversations and more formal surveys of teachers to determine areas that would benefit from teacher leadership and professional learning leading to improved student achievement. The current system was found to be lacking in a number of areas. Current teacher leadership positions do not provide teachers with on-going responsive support to improve overall teacher effectiveness. The current system also lacks the focus on data analysis to drive professional development design as well as content area curriculum experts to work collaboratively PK-12. As a result of this analysis, the following teacher leadership roles were identified to address district needs:

ACSD Teacher Leadership Roles

Position	Responsibilities
Technology Integration Specialist:(1.0 FTE)	Work collaboratively with other Teacher Leaders, administrators, and staff; focus on communicating, demonstrating and modeling the use of technology as a tool to reach students at their learning level. Connecting with new Bloom’s taxonomy and SAMR model. Develop, organize, and implement programs to meet the social, emotional,and academic needs of students. Implement and facilitate aspects of MTSS and ELI; provide parent resources for social, emotional, and academic support; collaborate with Instructional Coaches; compile and use assessment data to drive instructional decisions
Intervention Specialist: (1.0 FTE)	Facilitate professional development activities for teachers in collaboration with administration. Communicate and demonstrate research-based instructional practices that results in increased student performance; model, support, and give feedback on classroom instruction; team teach; look at reflective practices; provide personal support based on the goals and needs identified in each teacher’s Individual Professional Plan.
Instructional Coach (1.0 FTE)	Introduce and orient newly hired teachers to the school community; serve as collegial and
Mentor Teachers (\$2,000 stipend as needed up to 5)	

emotional support, complete book study with

mentee using The 12 Touchstones of Good Teaching; take part in mentoring training, log meeting times and discussion topics; serve as model classrooms for others to visit and observe instruction; team teach; work on reflective practices to inform teaching decisions.

Attend, plan, and/or deliver professional development; point of contact in each building to gather necessary data for Teacher Leaders and administration.

TQ/TLC lead teacher (\$500 stipend) one for each building (Waterville, West, East, Middle school, High school)

b:) TL roles fit together to create a coherent instructional improvement strategy: The new TL roles are meant to be collegial in nature and not hierarchical. The Teacher Leaders will attend staff meetings, join PLC meetings, and will meet with the district administrative team at least once per month to review progress, problem solve areas of concerns and weakness, and build on success. TLs will help to provide a consistent foundation so all teachers implement the intended curriculum with fidelity including frequent assessment as a part of instruction. TLs will provide individual support and coaching, modeling analysis of student work, and build structures that support teachers to work collaboratively to improve student achievement. In addition to attending monthly building level staff mtgs and assigned rotation of PLC meetings, the teacher leaders team will meet bi-weekly to discuss and reflect on current coaching cycles; plan for coaching assistance; share positive classroom strategies from throughout the district and review student achievement data based on system wide implementation of MTSS strategies.

Using Part 6 application narrative from previous submission? No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Rigorous selection process for teacher leaders:Allamakee has developed a selection process that includes multiple, meaningful measures of effectiveness and professional growth. Leadership positions will be posted with job requirements including at least three years of teaching experience and one year of experience in the district. Information will include duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates. The final recommended selection of TL's will be based on the quality of required criteria, as scored on the selection process rubric. The rubric is completed by the subgroups of TLC committee, peers, administrators and self-reflection. The Selection Committee will consist of teachers and administrators. The Selection Committee will ask itself – (1) do the candidates give evidence that they are reflective practitioners and (2) are they themselves coachable? All candidates will be asked the same questions, ranging from the job description to leadership experiences to best practice. The Selection Committee members will use a rubric, specific to the position, to assess candidates, and conduct a consensus-building process to select the successful candidate(s). A list of hiring recommendations will then be presented to the Superintendent and finally to the Board of Education for final approval

a:) Prior demonstrated measures of effectiveness:

1. Screening- TL applicants will submit an application for the position in which they are applying. Teachers from the same developmental level (elementary or secondary) will be surveyed to determine if applicants are deemed potential TLs in the eyes of their peers. This insight will assist the Selection Committee in determining an applicant's level of effectiveness as a teacher as well as their predicted level of effectiveness as a potential Teacher Leader.

2. Selection Process- TL applicants will submit a portfolio including evidence of professional learning, evidence of previous leadership roles, evidence of using effective teaching practices. 3. Selection Criteria Application Form: All TL candidates will submit an application for the position in which they are applying.

4. Essay Response- All applicants applying for a teacher leadership role will also provide a written response to the following prompt: In writing, please describe the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and others professionally in this role.

5.-Peer Support: Two letters of peer support specific to the position for which the applicant is applying must be submitted. A survey will be given to the applicant's peers to gauge the applicant's potential leadership qualities in the eyes of the applicant's colleagues.

b:) Prior involvement in professional growth:As a part of our TLC selection process, applicants will take the TL Self-Assessment from the Center for Strengthening the Teaching Profession. This tool is intended to help teachers identify individual areas of strength and growth in a number of teacher-leader domains, including working with adult learners, collaborative work, communication, knowledge of content and pedagogy, and systems thinking. The purpose of including such a tool in the selection process is to give all teachers a reflective opportunity designed to help them set goals for effectiveness and professional growth moving forward. Additionally, it provides useful information in the selection process as to relative strengths of individual teachers as leaders.

Evidence of ongoing professional growth should include education of self and of others. Applicants may include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; working with a student teacher; and organization or assistance with school/community events. Evidence must be reflected within the applicant's portfolio.

The interview will seek to evaluate the candidate's teaching practices which are essential to the legitimacy and effectiveness. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader. What leadership roles has she/he assumed in the past; why is she/he interested in a leadership role at this time; how does she/he envision herself/himself as a leader; and how can she/he work with other leaders to move the district forward?

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Utilizes TLs in the development and delivery of professional development: "Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development." York-Barr and Duke (2004). In ACSD, our current practice is for all PD to be determined by our Lead teachers, with the support and direction from our Curriculum Director. This team meets monthly. Part of its charge is to give recommendations on the PD needs within the district, with final PD plans made at Administrative Team level. Monthly ½ day PD time with mentee and other TL supports to develop reflective educators ready to meet the ongoing needs of professional educators.

It is evident that in order to effectively implement new learning within our school system, there needs to be more personnel resources devoted to improving instruction and student achievement. District level PD will be planned and delivered by a combination of TLs, administration, and outside experts, including the AEA, and educational experts. This process will follow the steps outlined by the Iowa PD model Technical Guide: 1) developing a Leadership Team; 2) collecting and analyzing data; 3) setting goals for student learning; 4) selecting content; 5) designing PD; 6) creating training; 7) developing effective collaboration among colleagues; 8) studying implementation; 9) collecting formative assessment; 10) evaluating programs; and 11) connecting to Individual and Building PD plans. All teacher leaders will provide crucial follow-up to support implementation at all levels. Survey data suggests that teachers have become frustrated when they are given training and a mandate to do something in an environment where there is not effective support to problem-solve the inevitable difficulties that arise. By following the framework of the IPDM, educators will collaborate and use scaffold data to direct student and teacher learning to increase student achievement.

In addition to District level PD, Teacher Leaders will help solidify already existing district and building initiatives. Mentor Teachers will help teachers new to the District learn and implement building initiatives. These key people will help streamline training in the fall when new teachers start work and, crucially, be close by to help implement the initiatives as they work with these new teachers to study and support excellent teaching practice.

b.) Aligns with the Iowa Professional Development Model: Allamakee's TL plan aligns and incorporates key elements of the Iowa Professional Development Model (IPDM). Our plan will significantly change both how we determine the learning needs of teachers and how we follow through on the learning opportunities we offer. First, the composition of the building leadership teams would be changed to include Teacher Leaders (TL) whose work will inform the focus of the District Level PD (IPDM Element 1). These teacher leaders (Instructional Coaches, Integration Specialists, Collaborative Teachers and Lead teachers), will meet regularly to analyze the data they are collecting from their interactions with teaching staff. The data will include both information about student learning as gathered primarily from formative assessments (IPDM Element 2-3), but also data about how we might improve our teaching based on the CEI, and our curriculum based on the Universal Constructs. Teacher leaders will have a role when PD decisions are made, designed, planned, and implemented (IPDM Elements 4-6). Teacher leaders will bring the results of these discussions to the committee to help inform the decisions about future PD plans of the district. Teacher leaders will build an environment of supportive professional collaboration (IPDM Element 7) and will have the time and expertise to study implementation and its effects on both teacher practice and student learning (IPDM Elements 8-9). Our plan calls for weekly PLC meetings of Teacher Leaders to talk about current reality vs desired state throughout the district. At least part of the agenda for these meetings will be to think ahead and prioritize new learning for staff. They will bring the results of these discussions to the District Leadership Team meetings where they will work with administration to set priority goals for new learning and to develop implementation plans. The Lead teachers will analyze data to create or adjust an action plan to move forward systematically.

Using Part 8 application narrative from previous submission? **No**

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

a:)The Impact and Effectiveness of our TLC Plan will be measured by how well we met our four program goals. We will use data from multiple sources to: 1.identify program implementation issues; 2.assure prompt feedback in order to adjust and correct actions; 3.provide a record of our TL plan resources and methods; 4.document program fidelity. Ultimately the goal is to improve student achievement which will also be measured by reviewing student growth on standardized, district, and grade level assessments.

Program Goal	Effectiveness Monitoring Questions	Short & Long Term Measures
1.Attract and retain effective teachers through teacher mentoring and teacher leadership opportunities.	Did we appropriately advertise all TL positions? Did we hire all positions? Did we provide appropriate compensation? Did new teachers feel supported? How often did mentors/mentees meet? Did we retain teachers? Can teachers describe how they have improved their practice?	Teacher surveys, human resources reports, meeting logs, focus groups
2.Promote a continuous learning process based on the IPDM, Iowa Teaching Standards, and Characteristics of Effective Instruction	Who completed building based and district PD? How many collaborative planning sessions were held? What was the content of the collaborative planning sessions? How many days and times required substitutes to implement observation and feedback? What was the content discussed in PLCs? Did we increase the # of students proficient in reading and math? Did we increase the # of	Meeting logs,attendance logs, teacher career plans, teacher surveys, human resources reports
3.Implementation of PLCs to increase student engagement/achievement.	students who made greater than expected growth? Did we reduce the achievement gap? Can teachers describe how their practice has improved? Do teachers feel supported by having TLs available as a resource? Do teachers feel empowered and better	Teacher PLC logs, district and state assessments, teacher surveys
4.Development of common assessments and a continuum of intervention strategies to meet the learning needs of every student.	able to meet student needs? Are teachers able to use data to implement effective intervention? Do students feel engaged? Has student achievement improved?	Teacher survey, intervention logs, student survey, teacher and student focus groups, district and state assessment data.

b:)The district will monitor and adjust the TLC planbased on the implementation and impact data that will be reviewed regularly by administrators, the TLC planning team, and building teams. This data will include whether supports in the TLC plan were provided as intended, whether the actual costs for implementing the plan matched the budget, and if sustainability projections are still feasible. The TLC team and administration, with input from the teaching staff, will analyze and evaluate the effectiveness of the system to determine needs for reallocation of funds for different roles or creation of new TL roles. This data is collected weekly through a google doc discussion from each collaborative team by a district administrator. Additional student achievement data, both formative and summative, is triangulated and analyzed for strengths and areas of growth at all levels. Based on these findings the leadership team devises an action plan of needed professional learnings, implementation and intervention scheduling, progress monitoring and various levels of evaluation. This cycle repeats allowing for upward scaffolding of student and teacher success.

Using Part 9 application narrative from previous submission? **Yes**

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$20,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$14,645.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$264,000.00
Amount used to provide professional development related to the leadership pathways.	\$57,184.84

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$0.00

Totals

\$355,829.84

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number 1138.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$355,829.84

Total Allocation \$355,829.84

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$355,829.84

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

a:) Our TLC budget is aligned to our district goals and needs: Presently teacher leadership positions are unpaid with little to no time allowance for work to be accomplished and teacher leaders do not regularly receive professional development to strengthen their leadership skills. TLC funding will allow us to move to a program that provides compensation to TL positions, provides training and support for those positions, and the ability to review data to determine the impact this will have on teaching and student achievement. Leadership opportunities range from extra TL duties for teachers in the classroom to full time release positions. Our budget reflects our focus on increased student achievement through skilled teacher leadership roles and opportunities. Our budget reflects 25% of staff in leadership roles. Our budget is 100% aligned with our TLC goals.

Goals	Roles	Funding Allocation
1. Attract and retain effective teachers through teacher mentoring and teacher leadership opportunities	5 Mentor Teachers will- orient newly hired teachers, provide on-going collegial/professional support	
	Support the Base Salary (If needed to bring salary up to \$33,500)	5 @ \$2,000 = \$10,000 \$20,000 \$2,145
2. Promote a continuous learning process based on the IPDM, Iowa Teaching Standards, and Characteristics of Effective Instruction	Substitute Teacher-: To provide classroom instruction so mentor/mentee may attend trainings	
	Technology Integrationist- (full time out of classroom 1.0 FTE) Work collaboratively with other Teacher Leaders, administrators, and staff; Facilitate the integration of technology as a tool for increased student learning by creating a new connection to learning objectives. Helping teachers allow students to climb up through Bloom's taxonomy and develop problem solving strategies. Introduction and implementation of the SAMR model.	\$88,000
	Instructional Coach (full time out of the classroom 1.0 FTE) Facilitate professional development activities for teachers; Communicate and demonstrate research- based instructional practices that results in increased student performance; model, support, and give feedback on classroom instruction. Work collaboratively with teachers on best-practice strategies to move all students to their next level of learning. This will involve researching, modeling, co-teaching with the coachee.	\$88,000

	lead teacher (\$500 stipend) one for each building Attend, plan, and/or deliver PD; point of contact with TLs and administration	
3.Implementation of PLCs to increase student engagement/achievement.	Facilitation of PLC process including, norms, agenda items and productive data analysis. An advocate for additional support from administration and or instructional coaches.	\$2,500
4.Development of common assessments and a continuum of intervention strategies to meet the learning needs of every student.	Intervention Specialist: (1.0 FTE) Develop, research, organize, and implement programs/resources to meet the social, emotional, and academic needs of students. Implement and facilitate aspects of MTSS and ELI; provide parent resources; collaborate with instructional coach, compile and use data to make instructional decisions.	\$88,000

The District will use a combination of General funds, Professional Development funds, and TQ funds to cover other costs of implementation and other teacher leadership roles including substitute costs, additional training, travel, etc. We are positive that this work will ultimately improve student achievement in our district.